

A ward teaching unit: nursing care
of the cardiac patient.

Service Paper
Elizabeth A. Goodwin

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A Ward Teaching Unit

Nursing Care of the Cardiac Patient

Submitted by

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B.S. Connecticut Agricultural College 1929

In partial fulfillment of the requirements for
the degree of Master of Science in Nursing Education

1948

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study is an attempt to develop a Ward Teaching Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I course.

The Situation

The School of Nursing with which this study is concerned is located in one of the larger New England cities. It offers a three year basic course leading to a diploma. The School is approved by the state and accredited by the National League of Nursing Education.

The hospital with which the School of Nursing is connected is a 250-bed Research and Teaching Hospital affiliated with a well known Medical School. It specializes in medical and surgical conditions of adults.

Student nurses are carefully chosen in regard to their health, educational and personal qualifications. They must be in the upper

CHAPTER I

INTRODUCTION

Statement of the Problem

This study is an attempt to develop a first teaching unit on the hunting life of the American Indian to correspond with the conditions of the University of the Pacific and the University of the Pacific.

The Situation

The School of Nursing with which this study is connected is located in one of the largest New England cities. It offers a three year baccalaureate course leading to a diploma. The school is affiliated with the State and is one of the largest of nursing schools in the country.

The hospital with which the School of Nursing is connected is a 150-bed hospital and teaching hospital affiliated with a well known medical center. It specializes in medical and surgical cases of medicine.

Students are carefully chosen in regard to their physical, educational and personal qualifications. They must be in the upper

half of their high school class with preference given to those who have had some college work. A Health Examination is required and an Arithmetic Test and an Aptitude Test are given.

In addition to the students in the School of Nursing, there are students from two other schools of the city affiliating for Medical and Surgical Nursing.

Problems arise in the Medical and Surgical Nursing course due to the fact that it must be crowded into a short period because of the length of stay of the affiliating students. The course consists of 60 lectures of which there are 23 Medical and 16 Surgical given by Doctors and 20 Nursing classes given by the Clinical Instructor. The class meets from 4 to 5 P.M. Monday through Friday from the middle of October to the middle of January. Because of this concentration into a short period, much of the material has to be covered briefly. There is therefore little opportunity for student participation. Attempts are made to correlate Ward Teaching with the classroom course by holding clinics on patients with conditions studied in the classroom. Ward Teaching is not planned in Units and varies considerably from ward to ward.

It seems logical to approach the problems of the Medical and Surgical Nursing Course through the Ward Teaching Program, since the purpose of the program ought to be to enrich the classroom course in Medical and Surgical Nursing, tie it more closely to ward experience and insure to all students a sound basic preparation in the nursing care of patients with common conditions.

most of their high school class with preference given to those who have had some college work. A health examination is required and an interview with the nurse is given.

In addition to the students in the School of Nursing, there are students from the other schools of the city attending for medical and surgical training.

Provision is made in the Medical and Surgical Training School and it is felt that it may be necessary to have a separate school for the larger number of the nursing students. The course will

consist of the subjects of which there are 12 subjects and is designed for 4 years and to nursing classes given by the clinical staff. The class starts from 4 to 5 P.M. every afternoon.

From the point of view of the medical school, because of the comparative rate of growth, with the medical school, it is necessary to have a separate building for the nursing school. There is therefore little opportunity for the nursing school to be connected with the medical school. The nursing school is now in connection with the medical school by having classes in the medical school and the nursing school in the afternoon. This building is not planned in the future.

In the future, the nursing school will be separated from the medical school.

It seems logical to separate the nursing school from the medical school and to have the nursing school through the new building program. The purpose of the program ought to be to create the conditions

which in Medical and Surgical Training, the it will be possible to have a separate building for the nursing school. The purpose of the program ought to be to create the conditions which in the nursing care of patients with chronic conditions.

Purpose of the Study

The purpose of this study is:

1. To analyze the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions.
2. To analyze the nursing needs of patients with cardiac conditions.
3. To compare present methods with the needs and learning opportunities.
4. To propose a plan for improving the guidance of learning activities of first year students if such is indicated.

Scope and Limitations of the Study

This study is limited to an investigation of the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions on one 31-bed Women's Medical Ward. An attempt will be made to answer the following questions:

1. Are the clinical facilities of this selected unit adequate for developing a core unit in Nursing Care of Cardiac Patients?
2. Are there nursing needs which are common to patients with cardiac conditions?
3. Can the guidance of learning activities in this situation be improved and if so how?

Purpose of the Study

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Scope and Limitations of the Study

This study is limited to an investigation of the learning opportunities for first year students in the nursing needs of a selected group of patients with cardiac conditions in one hospital, St. Mary's Medical Ward. An attempt will be made to answer the following questions:

1. Are the clinical facilities of this selected unit adequate for developing a core unit in Nursing Care of Cardiac Patients?
2. Are there nursing needs which are common to patients with cardiac conditions?
3. Can the guidance of learning activities in this situation be improved and if so how?

Justification

In "A Curriculum Guide for Schools of Nursing", the Committee included a brief summary of a survey made on Trends in Modern Education. In noting the implications for Nursing Education a number of suggestive questions were raised. Following are two of these:

"What can be done in Nursing Schools to provide for fuller participation of student nurses and a better use of the exceptional opportunities in their experience?

Is it not better to select fewer and larger topics for study, to approach these from different angles and get below the surface in studying them?"¹

As justification for the choice of cardiac nursing care for special study, the following facts released by the American Heart Association during National Heart Week are submitted. For the past 25 years, diseases of the heart and blood vessels have lead as causes of death in the United States. During World War II, 325,000 men were killed in battle while 2,000,000 Americans died of heart disease during the same period. The implications of these facts for Nursing Education are obvious.

¹ National League of Nursing Education A Curriculum Guide For Schools of Nursing National League of Nursing Education, N.Y. 1937 Pp. 60-61.

In "A Curriculum Guide for Schools of Nursing", the Committee included a brief summary of a survey made on trends in nursing education. In noting the implications for nursing education a number of suggestive questions were raised. Following are two of them:

"What can be done in nursing schools to provide for better participation of student nurses and a better use of the equipment?"

It is suggested that in order to answer these questions, it is necessary to study the various factors which enter into the problem of nursing education. It is suggested that the following factors be studied:

1. The history of nursing education in the United States.
2. The present status of nursing education in the United States.
3. The future of nursing education in the United States.
4. The role of the nurse in the community.
5. The role of the nurse in the hospital.
6. The role of the nurse in the research laboratory.
7. The role of the nurse in the school.
8. The role of the nurse in the industry.
9. The role of the nurse in the government.
10. The role of the nurse in the military.

Assumptions Made

In developing the Nursing Care Unit three major assumptions were made which led to three minor investigations. It was assumed that core experiences could be planned which would serve as a basis for further growth and development in the nursing care of patients with common medical conditions. This made it necessary to investigate the clinical facilities.

Assuming that there are certain principles of rest, nutrition, personal hygiene, adjustment and rehabilitation which underly the nursing care of all cardiac patients, observations of nursing care given actual patients on the ward were necessary and also comparisons of textbook material on cardiac nursing care.

The assumption was also made that a logical starting point for planning the experience is through improvement in directing learning activities. This led to an investigation of the literature of General Education and Nursing Education on devices for directing learning activities which might be appropriate.

In developing the Nursing Care Unit three major assumptions were made which led to three minor investigations. It was assumed that core experiences could be planned which would serve as a basis for further growth and development in the nursing care of patients with common medical conditions. This made it necessary to investigate the clinical facilities.

Assuming that there are certain principles of rest, nutrition, personal hygiene, adjustment and rehabilitation which underlie the nursing care of all cardiac patients, observations of nursing care given actual patients on the ward were necessary and also comparisons of textbook material on cardiac nursing care.

The assumption was also made that a logical starting point for planning the experience is through improvement in existing learning activities. This led to an investigation of the literature of General Education and Nursing Education on devices for offering learning activities which might be appropriate.

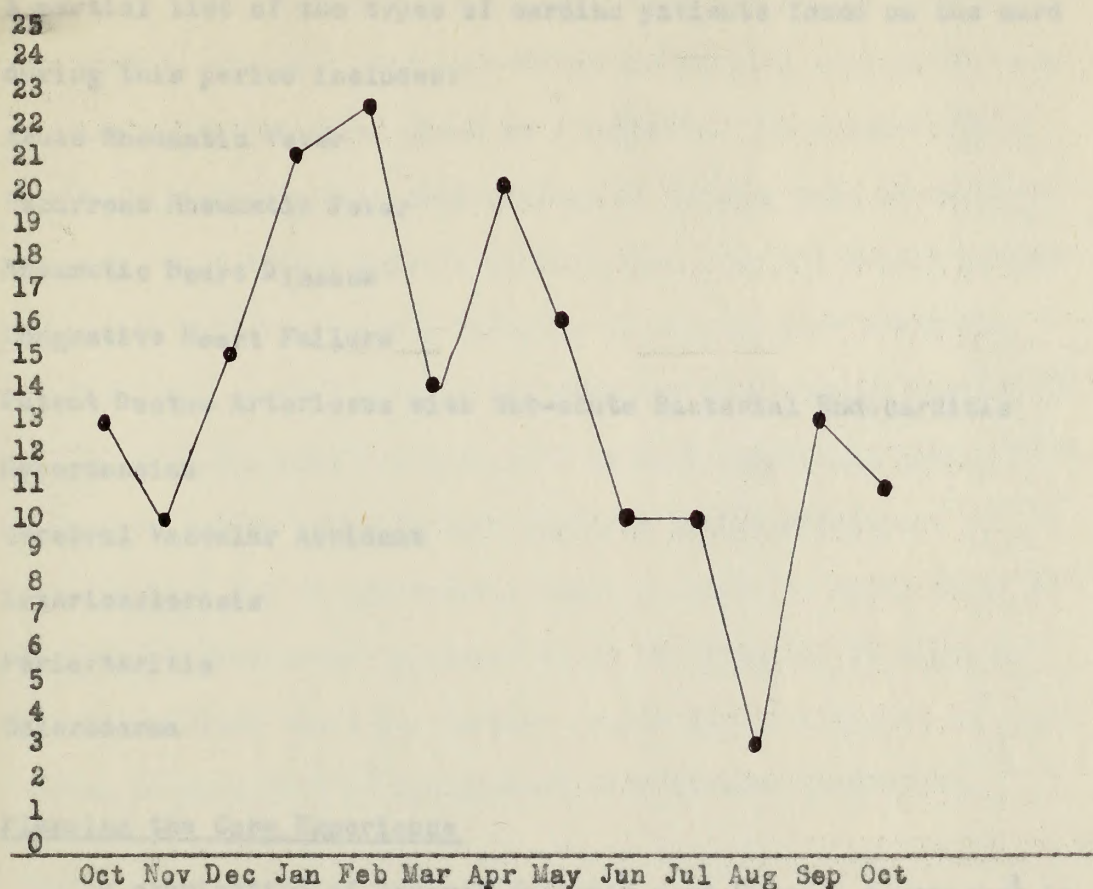
CHAPTER II

BACKGROUND OF THE UNIT

Clinical Facilities

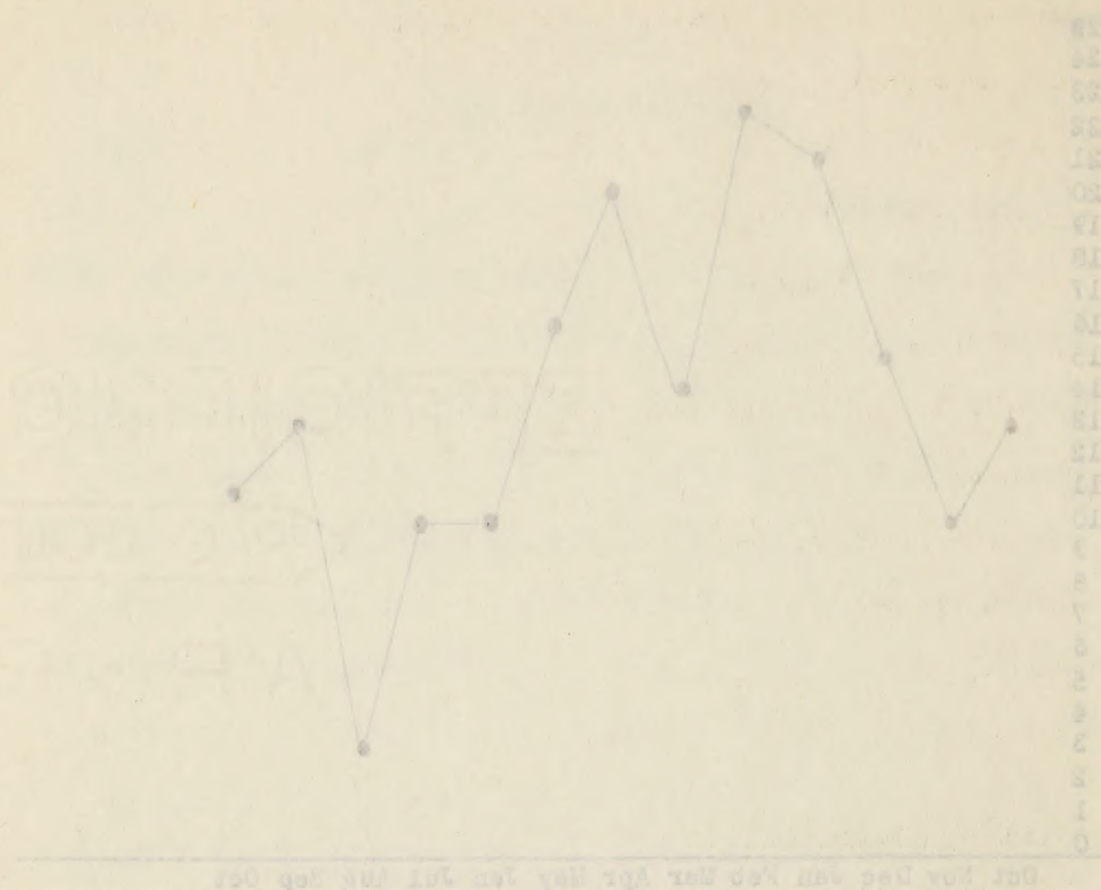
In order to plan a core experience which is constantly available, provides comparable learning activities at all times and through which it is possible to rotate all students, it is necessary to know what the clinical facilities are. An unpublished study¹ of the diagnoses of patients admitted to the ward during the 13 months period from October 1945 to November 1946 was examined. While the incidence of some conditions was seasonal the data suggested that the ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient. The average number of patients admitted with a diagnosis of heart disease each month was 13.6. There were three admissions in August which was the lowest month and 22 in February which had the highest number. Since students assigned to this ward during their first clinical year normally spend 2 months it appears that cardiac patients would offer comparable learning activities to all students. The study referred to does not classify the cardiac patients as to specific diagnoses, but observations on the ward during a 2 months period from October to December 1947 indicate considerable variety.

¹ Heymans, Isabelle Unpublished Study. See Note and Graph Page 7.



Cardiac Patients on a 31-bed Women's Medical Ward¹

¹Heyman, Isabelle Unpublished Study of the Diagnoses of Patients admitted to a 31-bed Women's Medical Ward for the period from October 1, 1945 to November 1, 1946.



Cardiac Patients on a 21-bed Women's Medical Ward

Report, Insulin, Experimental Study of the Effect of Insulin
administered to a 21-bed Women's Medical Ward for the period from
October 1, 1955 to November 1, 1956.

A partial list of the types of cardiac patients found on the ward during this period includes:

Acute Rheumatic Fever

Recurrent Rheumatic Fever

Rheumatic Heart Disease

Congestive Heart Failure

Patent Ductus Arteriosus with Sub-acute Bacterial Endocarditis

Hypertension

Cerebral Vascular Accident

Arteriosclerosis

Periarteritis

Scleroderma

Planning the Core Experience

An examination of several commonly used Nursing textbooks¹ in

¹ Brown, Amy Medical Nursing W.B.Saunders Co. Philadelphia 1945
Pp 97-157

Emerson, Charles and Taylor, J.E. Essentials of Medicine
J.B.Lippincott Co. Philadelphia 1946 Pp. 158-181 and 644-648

Harmer, Bertha and Henderson, Virginia Principles and Practice of Nursing MacMillan Co. New York 1939 Pp. 726-729

Hull, Edgar and Perrodin, Cecilia Medical Nursing F.A.Davis Co.
Philadelphia 1945 Pp. 146-157

Smith, Martha Ruth Principles of Nursing Care J.B.Lippincott Co.
Philadelphia 1939 Pp. 400-407

Stevens, Arthur and Ambler, Florence Medical Diseases for Nurses
W.B.Saunders Co. 1944 Pp. 60-92.

A detailed list of the types of medical problems found on the ward
 during this period follows:
 Acute Rheumatic Fever
 Acute Infectious Fever
 Rheumatic Heart Disease
 Congestive Heart Failure
 Pulmonary Arteriosclerosis with Cor-pulmonale
 Hypertension
 Cerebral Vascular Accident
 Metastatic Carcinoma
 Polycystic Kidney Disease
 Osteomyelitis

Final Case Reports

A examination of several commonly used nursing textbooks in
 the field of nursing revealed the following references:
 Brown, Mary Medical Nursing, W.B. Saunders Co. Philadelphia 1945
 pp. 157-158
 Jackson, Marion and Taylor, L.H. Principles of Nursing
 7th ed., W.B. Saunders Co. Philadelphia 1944 pp. 152-153 and 154-155
 Potter, Betty and Anderson, Virginia Principles and Practice of
 Nursing, W.B. Saunders Co. Philadelphia 1944 pp. 152-153
 Hall, Edgar and Peterson, Cecilia Medical Nursing, W.B. Saunders Co.
 Philadelphia 1945 pp. 152-153
 Smith, Betty and Anderson, Virginia Principles of Nursing, W.B. Saunders Co.
 Philadelphia 1944 pp. 152-153
 Stowe, Robert and Anderson, Virginia Medical Nursing, W.B. Saunders
 Co. Philadelphia 1945 pp. 152-153

regard to material concerning Nursing Care in Cardiac conditions was made to discover what aspects in the nursing care of various cardiac conditions were given most emphasis. The examination of textbooks together with observations of nursing care of cardiac patients on a 31-bed Women's Medical Ward over a 2 months period indicated that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions although adaptations are necessary to meet individual needs. It therefore seemed probable that emphasis on the principles of nursing care and an opportunity under guidance to apply these to the care of individual patients would be of value. It ought to provide a sound basis for further growth and development in rendering nursing care to individuals with cardiac conditions.

Guiding the Learning Activities

It was felt that some improvement in directing learning activities would be necessary in order for students to gain the most from the Unit. For this reason, the literature of General Education and also of Nursing Education was searched for methods of directing learning activities which might be applicable to a Ward Teaching Unit.

There are in the field of General Education, a variety of plans for directing learning which are called by various names such as contract, study guide, problem, project, goal book, work sheet etc. All of these, though differing in some ways have in common the provision for individual differences. The student is

regard to individual differences in learning conditions
and made it clear that the subject of the learning date of various
learning conditions were given no special consideration of
learning together with observation of learning date of various
conditions as a 31-day period. A Medical Board over a 2 month period
indicated that there are principles of learning date which are
based on the learning date of all patients with a learning condition.
Although, conditions are necessary to meet individual needs, it
therefore seems probable that emphasis on the principles of
learning date and the opportunity to learn to apply these to
the care of individual patients would be of value. It might be
provided a set of cards for further growth and development in con-
sidering learning date for individual patients with various conditions.

Guiding the Learning Activities

It was felt that some improvement in directing learning activ-
ities would be necessary in order for students to gain the most
from the field. For this reason, the Director of General Edu-
cation and also of Nursing Education was searched for methods of
directing learning activities which might be applicable to a field
teaching unit.

There are in the field of General Education, a variety of
plans for directing learning which are called by various names
such as contract, study guide, booklet, project, goal book, work
sheet, etc. All of these, though differing in some ways have in
common the feature of individualized instruction. The student is

allowed to proceed at his own rate of speed and responsibility for completing the required activities is placed on the student.

Out of these various plans, the Guide Sheet as used by Bailey¹ seems the most significant. His Guide Sheet for American History is divided into six parts. In the first part the Unit is presented. Part 2 is an outline of what he calls the "assimilative material" or an outline of the facts and principles that must be understood. Part 3 contains a series of problems. Part 4 contains a series of maps. Part 5 includes a group of individual projects for students who complete the unit before the others. Part 6 completes the Guide Sheet with a list of reference materials which are available in the school.

Turning to the field of Nursing Education we find the Self-Directing Study Unit² which is similar to the study guides in General Education. These Self-Directing Study Units are set up to be self-directing and self-testing. The purpose is to allow the students to assume more responsibility for learning and at the same time decrease the amount of time the head nurse needs to spend in teaching. The authors suggest preparing a study unit for each major unit of learning in the clinical field. Each unit would

¹ Bailey, D.C. A New Approach to American History University of Chicago Press, Chicago 1927

² Wayland, Mary Marvin; McManus, R. Louise and Faddis, Margene O. The Hospital Head Nurse The MacMillan Co. New York 1945

be built around the nursing problems of patients with diseases of one of the systems of the body. The guide would be detailed enough so that the student might safely care for patients with a disease before she had studied it in her Medical and Surgical Nursing classes.

Three objections can be made to the Study Units of Wayland, McManus and Faddis as outlined here. First, it does not seem desirable to decrease the amount of time the head nurse spends in teaching. Second, it is not desirable to assign students to the care of patients with conditions which they have not yet taken up in their Medical and Surgical Nursing classes. Third, why have students on a ward spend time studying a detailed guide sheet of nursing care when with a simple guide and adequate supervision they may be able to acquire the same material through observation of patients?

A Guide to the Care of the Cardiac Patient will form an important part of the Unit on Nursing Care of the Cardiac. This Guide eliminates the three objections mentioned but makes free use of the desirable suggestions from both the Self-Directing Study Units and Bailey's Guide Sheet.

we will attend the nursing problems of patients after discharge of
one of the members of the body. The future work is detailed enough
so that the student might easily care for patients with a minimum
of supervision and attention. It is for the student and the nursing

class.
Three objectives can be made for the study of nursing.
First, the student should be able to understand the nursing process
and to determine the amount of time and effort required in
nursing. Second, it is not desirable to require students to be
care of patients with conditions which they have not yet taken
up in their medical and nursing classes. Third, they have
experience in a more general and detailed study of
nursing care when with a nurse and a nurse supervisor.
They may be able to handle the same material through observation

in a clinical setting.
A guide to the care of the patient will form an im-
portant part of the study on nursing care of the patient. This guide
should be the basis of the study on nursing care of the patient.
The student should be able to handle the same material through observation
and study of the patient's condition.

CHAPTER III

PLANNING THE UNIT

Summary of Investigations

From the investigation of the clinical facilities of the selected unit it appears that the cardiac patients present on the ward would offer comparable learning activities to all first year students rotated through the unit in two months periods. It seemed therefore that the 31-bed Women's Medical Ward offered adequate facilities for developing a Unit on the Nursing Care of the Cardiac Patient to correlate with the Unit on Conditions of the Circulatory System in the Medical and Surgical Nursing I Course.

The examination of various text books concerning Nursing Care in Cardiac Conditions together with observations of nursing care needs of cardiac patients present on the ward led to the conclusion that there are principles of nursing care which are basic to the nursing care of all patients with cardiac conditions. It was decided to use as a framework for the Unit an outline of the content which from these observations seemed essential to the competent care of cardiac patients. It is suggested that this content be presented through as many teaching methods as possible and always in relation to the nursing care of individuals.

From the investigation of methods of directing learning

activities it was concluded that a simple guide to nursing care and adequate supervision might have possibilities as an aid to students in acquiring the content which seemed essential in the light of the nursing needs of patients observed.

As indicated in the description of the situation in Chapter I improvement in the present methods would be desirable. There is need for more effective planning of the correlation between classroom units and the Ward Programs and more opportunities for student participation are needed.

The Plan presented here has been developed with the needs of students in their first clinical year in mind. It is an attempt to plan a core experience in the nursing care of cardiac patients which will furnish a background for further growth and development in rendering competent nursing care to cardiac patients. The plan will be further elaborated in the following sections under Philosophy, Policies and Methods of Teaching. Following this in Chapter IV the Unit, including a Correlation Plan, Sample schedules, the Guide and suggestions for evaluation will be presented.

Philosophy of Ward Teaching

The Ward Teaching Program is the most vital part of the total teaching program which includes classroom lectures, experience and teaching on the ward. It must be planned as carefully, taken as seriously and recorded as faithfully as the classroom course. It ought to be planned in units correlating with units of the class-

room course and given concurrently or following it within three months at the most.

The overall outline for the Ward Teaching Program should be worked out cooperatively among head nurses under the direction of the Supervisor of the services concerned. Representatives from allied fields as Dietetics, Social Service and Public Health may be invited in as consultants. Placement of nursing care problems common to both medical and surgical wards should be decided by a joint committee representing both services.

The Unit presented here is concerned with but a small segment of a theoretical total plan. It would be desirable to analyze the clinical facilities of each ward and assign each ward the section of the program best suited to its facilities.

Methods of Teaching

The most important method of directing learning and the starting point for improvement in methods of teaching is the assignment.¹ Although Yoakam was not thinking of Ward Teaching, the statement is applicable. Too often the assignment has been a haphazard allotment of duties determined by service needs, with utter disregard of the educational needs of the students.

Assignment of patients will be by the Patient Care Method

¹Yoakam, Gerald Alan Improvement of the Assignment MacMillan Co. New York 1934

The overall picture for the past few years has been one of steady improvement in the quality of the services rendered, particularly in the field of medical and surgical care.

The hospital has been able to maintain a high level of efficiency in its operations, and has been able to provide a high quality of care to its patients. This has been achieved through the efforts of the medical and nursing staff, and through the use of modern medical equipment and techniques.

The hospital has also been able to maintain a high level of financial stability, and has been able to provide a high quality of care to its patients at a reasonable cost. This has been achieved through the efforts of the management and the staff, and through the use of modern medical equipment and techniques.

Summary of Findings

The main findings of the investigation are as follows: (1) The hospital has been able to maintain a high level of efficiency in its operations, and has been able to provide a high quality of care to its patients. (2) The hospital has also been able to maintain a high level of financial stability, and has been able to provide a high quality of care to its patients at a reasonable cost.

except for medications and temperatures which will be rotating duties. The rotation of medications and temperatures in selected instances gives students an opportunity for observation and comparison of other cardiac patients with those assigned to them for special study. It may also serve as an introduction to some of the responsibilities of evening and night duty. Students should keep the same patients for a week and should be responsible for their care during their time on duty, turning the responsibility over to a relieving nurse during their hours off.

Other methods of teaching which will be evident in the presentation of the Unit are Doctors' Clinics, Nursing Clinics, Doctors' Rounds, Nursing Rounds, Morning Circle, Group and Individual Conferences, a Guide, A Nursing Care Plan, Group and Individual Projects, Bulletin Boards, Readings and Self-evaluation.

Policies

Policies The Orientation Period should be completed jointly by

As far as possible Doctor's Clinics will be held 6:30 to 7 P.M. on Monday. Brief topics will be taken up at Morning Circle from 8:10 to 8:30 A.M. on Tuesday, Wednesday and Thursday. Nursing Rounds will be held 10:30 to 11:00 A.M. on Friday and followed by a Group Conference 11:00 to 11:30. Saturday morning will be reserved for individual conferences with the Clinical Instructor. This allows $2\frac{1}{2}$ hours of scheduled Ward Teaching a week not counting individual conferences. It also leaves Monday and Friday Morning Circles free for special topics of the moment.

Attendance will be required for all students on duty on the Ward at the time of the Conference or Clinic. The first year students will attend all Doctor's Clinics whether on duty at the time or not. They will also attend Nursing Rounds and the Group Conference on Friday morning except when on Night or Evening Duty. As far as possible, student days off will be planned for days other than those on which the required Rounds and Clinics are held.

Orientation Period

A $\frac{1}{2}$ hour orientation period will be held previous to starting the Unit. At this time the Guide will be presented and explained, objectives discussed and information about Nursing Care Plans given. The forms by which students are to be rated will be discussed. Definite arrangements for participation in Ward Clinics will be made and arrangements for individual conferences will be explained. The Orientation Period should be conducted jointly by the Head Nurse and the Clinical Instructor, the Head Nurse discussing assignment of patients and methods of evaluating nursing care and the Clinical Instructor discussing the Guide, Nursing Care Plans and Conferences.

CHAPTER IV

NURSING CARE OF THE CARDIAC PATIENT

(A Ward Teaching Unit)

Placement and Correlation

The Medical and Surgical Nursing course with which the Unit is correlated is given in the last half of the student's first year or the first half of the second year. The basic knowledge upon which this course is built is indicated by the prerequisites:

Anatomy and Physiology

Chemistry

Microbiology

Elementary Materia Medica

Hygiene

Principles and Practice of Nursing Care

History of Nursing

Professional Adjustments I

Introduction to Medical Science

Introduction to Medical and Surgical Nursing

The courses which are given concurrently with Medical and Surgical Nursing are:

Diet Therapy

Advanced Materia Medica

Medical and Surgical Nursing I is a 60 hour course divided into eight Units as follows:

Unit I Diseases of the Respiratory System	9 hours
Unit II Tuberculosis	5 hours
Unit III Diseases of the Circulatory System	10 hours
Unit IV Diseases of the Integumentary System	3 hours
Unit V Diseases of the Blood and Blood Forming Organs	3 hours
Unit VI Allergic Diseases	1 hour
Unit VII Endocrine and Metabolic Diseases	10 hours
Unit VIII Diseases of the Gastro-intestinal Tract and Associated Organs	18 hours

The 10 hours of the Unit on Diseases of the Circulatory System are distributed as follows:

Lesson 1 (Medical)

Rheumatic Fever

Periarteritis

Lupus erythematosus

Scleroderma

Lesson 2 (Medical)

Pericarditis

Rheumatic Heart Disease

Syphilitic Heart Disease

Aortitis and Aneurysm

Bacterial Endocarditis

Acute and Sub-acute

Lesson 3 (Medical)

Arteriosclerotic Heart Disease

Angina Pectoris

Myocardial Infarction

Lesson 4 (Medical)

Neurocirculatory asthenia

Cardiac Arrhythmias

Carotid Sinus Syncope

Stokes Adams Syndrome

Essential Hypertension

Hypertensive Cardio-vascular Disease

Lesson 5 (Medical)

Beriberi Heart Disease

Thyrototoxic Heart Disease

Cardiac Decompensation

Lesson 6 (Nursing)

Nursing Care of a Patient with Rheumatic Fever

Lesson 7 (Nursing)

Cardiac Nursing Care

Lesson 8 (Surgical)

Lesson 9 (Surgical)

Lesson 10 (Nursing Care in Cardiac Surgery)

A diagram showing absolute correlation of Classroom course,
Ward Teaching and Ward Experience follows:

Date Nov. 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Unit III

Lesson..... 1 2 3 4 5 6 7 8 9 10

Scheduled V V V V V V V V V V V V V

Ward

Teaching Clinics and Conferences Conditions chosen
Classes from those covered in the Medical and Surgical
course which are present on the Ward

Experience Assigned to cardiac patients for 2 weeks

First Week:

Observation and studies
of care of cardiac
patients on the Ward.
Assigned to convalescents.
Discussion of observations
in clinic and conference

Second Week:

Nursing Care Plans
Special study of
individual patients.
Presentation of Aspects
of Nursing Care and
Nursing Problems in
clinic and conference.

It will be obvious that only one group can have absolute correlation of classroom, Ward Teaching and Experience unless there are other wards which have facilities adequate for a similar Unit. Other groups will have Correlation of Ward Teaching and Experience which follows the Classroom Unit in not more than three months. The more wards there are which have facilities for a Unit on the Nursing Care of the Cardiac Patient, the closer the correlation will be.

Objectives for a Ward Teaching Unit

on

Nursing Care of the Cardiac Patient

The aim of the Ward Teaching Unit is to develop competence in rendering nursing care to patients with cardiac conditions.

Competent Nursing Care of the Cardiac Patient includes the^{sc} understandings ~~that~~:

1. A basic knowledge of the normal functioning of the heart is essential to an understanding of the abnormalities which constitute illness.
2. A knowledge of the therapeutic plan is essential.
3. A knowledge of the principles of nursing care is essential.
4. Environmental influences affect recovery.
5. The feelings a patient has about his illness affect his progress.
6. The services of the dietitian, social worker and community agencies may be necessary for the best interests of the individual.
7. The prevention of some chronic conditions is a problem in health education.

Competent Nursing Care of the Cardiac Patient includes the following skills:

1. The ability to recognize nursing needs and adapt nursing principles to individual patients.

2. The ability to observe, interpret, report and record significant signs and symptoms.
3. The ability to apply concepts acquired in other courses to the care of individual patients.
4. The ability to carry out procedures with economy of time, effort and materials with due regard to the safety of the patient.
5. The ability to recognize social problems through observation of individual patients.
6. The ability to recognize the teaching needed to prevent recurrences in different conditions.
7. The ability to assist patients to reassume health.
8. The ability to recognize and discuss intelligently the nursing care problems of individual patients.
9. The ability to plan nursing care.
10. The ability to evaluate the effectiveness of plans of action.
11. The ability to recognize fear reactions in patients.
12. The ability to relieve patients fears and give a feeling of security.
13. The ability to cooperate with co-workers in nursing and related fields for the promotion of the best good to the patient.
14. The ability to plan ones own life for healthful living.
15. The ability to meet emergencies.

Competent Nursing Care of the Cardiac Patient includes the following attitudes:

1. The patient is an interesting individual... a member of a fam-

community.

2. The patient in the hospital ward or in the clinic is your guest.
3. No individual is superior to another because of race, color, nationality or religion or social or economic status.
4. A wholesome constructive attitude toward cardiac disease is essential.
5. Education is a continuous process.
6. A scientific attitude of curiosity toward problems and a tentative attitude toward results is desirable.
7. One's knowledge is enriched by investigating problems.
8. Responsibility for completing the required learning activities rests on the student.
9. It matters how an individual manages her own life.

Outline of Content¹

I Orientation

Objectives

Presentation of Nursing Care Guide

Assignments

Nursing Care Plan

Participation in Clinics and Conferences

Methods of Evaluating

II Nursing Care

1. Rest

Conserve energy

Comfort measures

optimum position

posture

Physical relaxation

Mental relaxation

relief of anxiety

2. Nutritional Needs and Problems

Methods of feeding

Special Diets

¹

Content to be covered by the various methods of teaching, always related to individual patients. Choice of patients for study in clinics, conferences and for assignment to students will be made with the most effective presentation of this content in view.

Fluids

restricted fluids

high fluid regime

Salt

restriction of sodium

Preventing gas formation

frequent small feedings

non-fermentative foods

3. Personal Hygiene

Care of skin

prevention of pressure

maintain peripheral circulation

Oral Hygiene

Elimination

preventing straining at stool

4. Observation

Signs and symptoms to note

Pulse

Position

Color

Blood Pressure

Dyspnea

Edema

Expression

Weight

Pain

Cough

Intake and Output

5. Medications

Digitalis

Nitrates and Nitrites

- | | |
|-------------|---------------|
| Diuretics | Oxygen |
| Penicillin | Sulfa Therapy |
| Salicylates | |
6. Treatments
- Paracentesis
 - Southey Drainage
 - Tourniquets
 - Reverse Precautions
7. Emergencies
- Pulmonary Edema
 - Embolism
 - Coronary Thrombosis
 - Congestive Failure
8. Adjustment
- Limitation of Activity
 - Long Convalescence
 - Chronic Illness
 - Reassuming Health
9. Family and Community Relations
- Preventive Aspects
 - Education of the Patient
 - Occupational Problems
- III Evaluation

Suggested Ward Teaching Schedule

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	<p>The Significance of Rest in the care of J.M. (Sub-acute Bacterial Endocarditis)</p> <p>The effect of the disease on J.M.</p>	<p>Nursing Measures</p>	<p>Nutritional Needs of J.M.</p>	<p>The Use of Penicillin and Sulfam in J.M.'s condition</p>	<p>Observation of Signs, Symptoms, Environmental factors and devices for maintaining posture and promoting comfort (Patients on Ward)</p>
References	<p>Student Bibliography</p> <p>References No. 3, 8 and 28.</p>		<p>No. 12</p> <p>Exercise 4</p> <p>Part I of Guide</p>	<p>No. 14</p>	<p>Exercises 2 and 3</p> <p>Part I of Guide</p> <p>Reference No. 24</p>
Participants	<p>Dr. —</p>	<p>Head Nurse</p>	<p>Dietitian</p> <p>Student</p> <p>Discussion</p>	<p>2 students</p>	<p>Clinical Instructor</p> <p>Head Nurse</p> <p>All Students assigned to Ward</p>
Place	<p>Ward —</p>				
Time	<p>6:30-7:00 P.M.</p>	<p>8:10 to 8:30 A.M.</p>	<p>8:10 to 8:30 A.M.</p>	<p>8:10 to 8:30 A.</p>	<p>Nursing Rounds 10:30</p> <p>Group Conference 11:00</p>

Suggested Ward Teaching Schedule

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	<p>The Problems of the Failing Heart (Congestive Heart Failure, Mrs. S.)</p> <p>The Physiological effects of Failure in Mrs. S</p>	<p>Adaptations of Health Needs necessary in the care of Mrs. S</p>	<p>Controlling Edema in Mrs. S</p>	<p>Emergencies which might arise in Mrs. S's condition</p>	<p>Comparison of Nursing Care Problems of Mrs. A, B, C & D (Cardiac Patients assigned to students for special study)</p>
References	<p>Student Bibliography</p> <p>References No. 19 and 29</p>		<p>No. 20 & 22</p>		<p>Part II of Guide Ex. 2, 5 & 6 Refs. No. 6 & 15</p>
Participants	<p>Dr. —</p>	<p>Head Nurse Student Discussion</p>	<p>Clinical Instructor</p>	<p>Head Nurse Students</p>	<p>Clinical Instructor Head Nurse & Students</p>
Place	<p>Ward</p>				
Time	<p>6:30-7:00 P.M.</p>	<p>8:10 to 8:30 A.M.</p>	<p>8:10 to 8:30 A.M.</p>	<p>8:10 to 8:30 A.M.</p>	<p>Nursing Rounds 10:30 A.M. Group Conference 11:00AM</p>

Suggested Ward Teaching Schedules

The Ward Teaching Schedules presented on the preceding pages are suggestive only. An attempt has been made to show the inter-relation of the Outline of Content, Guide, Experience, Scheduled Ward Teaching and Readings. Using the Outline of Content as a framework, patients are selected which present the best opportunity for bringing out this content. It is thought that the Guide will give students a background for discussion in Ward classes and Clinics. Students will be familiar with the patient presented in clinic and conference and will be able to make comparisons with the care of her own patients.

It is believed that consideration of many aspects of the care of one patient during a week is of value. Each patient is an individual whose care involves certain principles which must be adapted to his particular needs.

The Ward Teaching Schedules presented here by no means represent all of the Ward Teaching. It represents merely a scheduled minimum of $2\frac{1}{2}$ hours per week. Individual Teaching and Conferences take place as needed. Students will need close supervision if the objectives of this Unit are to be met.

On Page 15 it was mentioned that Monday and Friday Morning Circles are open periods. This time might be used for demonstrations of new procedures or discussion of other exercises in the Guide which are pertinent to the care of the patient being studied that week.

Guide for Nursing Care of the Cardiac Patient¹

Part I

1. In order to help you get acquainted with the cardiac patients on the ward, write down their names and find out something about them as suggested here.

[illegible]

Forms on this and succeeding pages are presented in reduced size. For actual use, forms should be printed lengthwise on marginless paper to insure space enough in the squares.

2. Rest is one of the most important principles in the care of the cardiac patient. Observe the cardiac patients on the ward and make notes of the various nursing measures for promoting physical rest. Be prepared to discuss your observations in a group conference.

Patient	Diagnosis	Measures used for promoting rest	Principles Underlying	Evidence of effectiveness

3. You will need practice in observing symptoms which are of significance in the nursing care of cardiac patients. This morning you will be assigned to take the temperatures. As you do this observe and note the symptoms of 4 cardiac patients as follows: (Be prepared to discuss the significance of your findings.)

Patient	Fever	Pulse	Dyspnea	Color	Expression	Cough	Pain	Others

4. There are certain dietary principles in the care of the cardiac patient ^{with which} ~~that~~ you will need to become familiar, ~~with~~. Choose 4 different cardiac patients and summarize briefly your observations and readings on the type of diet its purpose and any difficulties (including racial or religious food habits) in carrying it out in these patients.

5. Make a list of any procedures or treatments which patients on the ward are receiving which you do not completely understand so that demonstrations and practice can be arranged.

6. Emergencies arise in the care of cardiac patients that you will need to understand in order to assist in the treatment. As you study about medical emergencies record your findings as follows:

Emergency	Warning Symptoms	Emergency Treatment	Equipment Needed	Where Kept
Pulmonary Edema				
Conges- tive Failure				
Embo- lism				
Coronary Thrombo- sis				

7. What Diagnostic Tests are frequently done on the Ward? Make a list of these tests and be prepared to discuss them from the standpoint of their purpose, significance of deviation from the normal and preparation of the patient (including explanation).

8. What is meant by "reverse precautions"? In what cardiac conditions is it used? Review the technique. Be prepared to explain the reason for it as you would explain it to a patient.

9. What are her interests? What are her normal activities? How are her interests, interests and activities affected by her illness? What problems is she having in adjusting to her illness? Suggest ways in which you might help her.

(a) Note any fear reactions in your patient and suggest ways of reassuring her.

(b) Be prepared to present your patient at Nursing Rounds from the standpoint of the problems of maintaining posture and promoting comfort. Demonstrate the devices which you have found to be effective and explain why.

3. Keep a chart of the medications which your patient is getting showing drug, dose, action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it was achieved.

4. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Cooperative Nursing Care Study of your cardiac patients so that you may benefit from each other's experiences.

Part II

1. Make a tentative plan for the daily care of your patient. Start a list of the problems with which you are faced in giving her nursing care.

2. Be prepared to present one of the following aspects of the nursing care of your patient at a Nursing Conference:

(a) What sort of person does your patient seem to be? What are her interests? What are her normal activities? How are her normal interests and activities affected by her illness? What problems is she having in adjusting to her illness? Suggest ways in which you might help her.

(b) Note any fear reactions in your patient and suggest ways of reassuring her.

(c) Be prepared to present your patient on Nursing Rounds from the standpoint of the problems of maintaining posture and promoting comfort. Demonstrate the devices which you have found to be effective and explain why.

3. Keep a chart of the medications which your patient is getting showing drug, dose, action of the drug, how administered, indications, toxic reactions to watch for, desired effect and evidence that it was achieved.

4. Working with two or three of your classmates who are assigned to cardiac patients, prepare a Comparative Nursing Care Study of your cardiac patients so that you may benefit from each others experiences.

5. What problems does your patient have which require the assistance of people in allied fields? (dietitian, medical or psychiatric social worker, V.N.A. etc) How is this assistance arranged for? How was your patient helped by this assistance?

6. Are there any possible ways in which the present condition of your patient might have been prevented? What is the significance of this from the Public Health view point?

5. What problems does your patient have which require the assistance of people in allied fields (dietician, medical or physical therapy social worker, V.N.A. etc) How in that assistance arranged for? How was your patient helped by this assistance?

6. Are there any possible ways in which the present condition of your patient might have been prevented? What is the significance of this from the Public Health view point?

Part III Additional Activities

1. Take part in a symposium on the Nursing Care of a Cardiac patient ^{for whom} that you have taken care of.
2. Make a series of diagrams to show how the circulation of the blood differs from normal in various congenital heart conditions.
3. Prepare to discuss the problems of rehabilitation which your patient presents as you think it should be explained to members of his family.
4. Make a study of the diversional activities which would be suitable for one of your convalescent patients to participate in.
5. Prepare illustrative materials on some aspect of the care of the cardiac patient.

Student Bibliography on Nursing Care of Cardiac Patients

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Test

An intelligent, shy, 17 yr. old female patient has been admitted to the Hospital for the first time. She has a history of gradual loss of weight, anemia and weakness following an upper respiratory infection. Her condition is diagnosed as Patent Ductus Arteriosus with Subacute Bacterial Endocarditis.

1. From your knowledge of the normal structure and functioning of the heart and circulatory system you know that this type of congenital anomaly means:

- ☐ a. a shunting of arterial blood into the venous circulation.
- ☐ b. a shunting of venous blood into the arterial circulation.
- ☐ c. a persistence of the fetal opening between the auricles.

2. This means that if emboli were to occur they would probably be:

- ☐ a. in the systemic circulation
- ☐ b. in the portal system
- ☐ c. in the pulmonary circulation

3. One of the first problems in planning her nursing care will be to insure rest to the heart by:

- ☐ a. allowing her to do nothing for herself
- ☐ b. conserving her energy by understanding and foreseeing her needs
- ☐ c. reducing the volume of blood returning to the heart by rotating tourniquets on the extremities.

to investigate. May 19, 1911, the female patient has been admitted to the hospital for the first time. She has a history of chronic pain in the right arm and shoulder following an injury received very recently. Her condition is diagnosed as chronic disease of the right arm and shoulder.

The first objective of the physical examination and laboratory work of the heart and lungs is to determine the nature of the disease and to establish a diagnosis.

1. A diagnosis of chronic disease of the right arm and shoulder.

2. A diagnosis of chronic disease of the right arm and shoulder.

3. A diagnosis of the first objective of the physical examination.

4. This means that the patient has to be seen every week.

5. In the physical examination.

6. In the physical examination.

7. In the physical examination.

8. In the physical examination in planning for nursing care.

9. In the physical examination in the first year.

10. In the physical examination in the first year.

11. In the physical examination in the first year.

12. In the physical examination in the first year.

4. You would expect this patients diet to be:
- ☐ a. Milk only
 - ☐ b. Salt Free with fluids restricted
 - ☐ c. High Caloric High Vitamin
5. You would expect that the principle medication given this patient would be:
- ☐ a. Penicillin
 - ☐ b. Digitalis
 - ☐ c. Mercurial Diuretics
6. If her parents asked you what diversional activities would be best, you could suggest that they bring her:
- ☐ a. Jig saw puzzles
 - ☐ b. Knitting Materials
 - ☐ c. Radio
7. In deciding whether or not to operate and tie off the ductus arteriosus which of the following would be very unfavorable:
- ☐ a. The presence of subacute bacterial endocarditis
 - ☐ b. The extension of vegetations beyond the ductus arterio-
sus
 - ☐ c. Presence of anemia
8. The type of encouragement that the family need is:
- ☐ a. To raise their hopes for complete recovery
 - ☐ b. To be able to meet the situation with courage
 - ☐ c. To prepare for a long convalescence

9. Among the things which patients with subacute bacterial endocarditis need to be taught particularly is:

- ___a. How and when to take nitroglycerine
- ___b. Need of permanent limitation of activity
- ___c. How infectious diseases affect the heart

10. A symptom often noted in bacterial endocarditis is:

- ___a. Petechiae
- ___b. Anxious expression
- ___c. Distention of the neck veins

(It is suggested that brief tests of this nature covering material of a weeks ward classes might be included in the Unit Test of the Classroom Course).

1. Study the effects of various types of industrial machinery

on the health of the worker.

2. How can the health of the worker be protected?

3. How can the health of the worker be protected?

4. How can the health of the worker be protected?

5. How can the health of the worker be protected?

6. How can the health of the worker be protected?

7. How can the health of the worker be protected?

8. How can the health of the worker be protected?

(It is suggested that brief tests of this nature covering material

of a week's work classes might be included in the Unit Test of the

Classroom Course).

Questionnaire for Investigating Nursing, 1934

1. Do you understand the patient's condition?
 Yes _____ No _____
 If yes, when did you learn him to the hospital?

2. Are you familiar with the therapeutic plan?
 Yes _____ No _____
 If yes, when did you learn it?

3. Do you know the physical condition of the patient?
 Yes _____ No _____
 If yes, when did you learn it?

4. Are you familiar with the patient's condition?
 Yes _____ No _____
 If yes, when did you learn it?

5. Are you familiar with the patient's condition?
 Yes _____ No _____
 If yes, when did you learn it?

6. Are you familiar with the patient's condition?
 Yes _____ No _____
 If yes, when did you learn it?

7. Are you familiar with the patient's condition?
 Yes _____ No _____
 If yes, when did you learn it?

8. Teaching

Are you an example of good health?
 Do you foresee problems the patient will have
 on discharge?
 Can you suggest ways of helping him?
 Can you recognize possibilities of
 prevention in the patient's condition?

	1	2	3	4	5
Are you an example of good health?					
Do you foresee problems the patient will have on discharge?					
Can you suggest ways of helping him?					
Can you recognize possibilities of prevention in the patient's condition?					

Method of Evaluating

Check the columns as follows:

1. means you are lacking in in the understanding or quality
- 2 means you possess it to a slight degree
- 3 means you possess it to a moderate degree
- 4 means you possess it to a marked degree
- 5 means you possess it to a very high degree

Use

This form is suggested as a means of presenting first year students with definite attainable goals. It is intended for use by students in self-appraisal. While this form has not been tried out sufficiently to prove its value, it is felt that it helps students particularly in recognizing where they are falling short in their nursing care.

It is suggested that the form might be stated "Does she etc" instead of "do you" for use by Head Nurses and Clinical Instructors in evaluating the nursing care of patients assigned to students for special study. Conferences with students should follow the evaluation.

In actual use the form is printed on one page.

3

THE
FEDERAL
BUREAU OF
INVESTIGATION
UNITED STATES DEPARTMENT OF JUSTICE
WASHINGTON, D. C. 20535

MEMORANDUM FOR THE DIRECTOR

SUBJECT: [Illegible]

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EMERGENCY BOX

THE COVER

A.S.A. CO.

CHAPTER V

CONCLUSIONS

Summary

Suggestions for a Unit on the Nursing Care of the Cardiac Patient correlating with the Unit on Diseases of the Circulatory System in the Medical and Surgical Nursing Course have been presented. The Unit was planned on the basis of the clinical facilities of a 31-bed Women's Medical Ward and with the needs of first year students in mind. It is an attempt to plan a core experience which will serve as a foundation for further growth and development in rendering competent nursing care to patients with cardiac conditions. The plan as presented includes a Nursing Care Guide which it is believed will allow for individual differences in students and permit more student participation than is possible with the present method. This Unit has not yet been tried out and its value is therefore unknown.

In order to get an idea of student attitudes toward Ward Teaching, a small group of senior nurses were questioned as to their views. Types of learning situations favored were;

1. The conference about problems of a specific patient.
2. When one looks up something about an unusual condition which a patient on the Ward has, the condition is remembered because associated with a particular patient.

CHAPTER V
CONCLUSIONS

Summary

Suggestions for a Unit on the Nursing Care of the Geriatric Patient
The Unit was planned on the basis of the clinical facilities of a
31-bed Women's Medical Ward and with the help of three years ago-
dated in mind. It is an attempt to plan a core experience which
will serve as a foundation for further growth and development in
rendering competent nursing care to patients with cardiac condi-
tions. The plan as presented includes a Nursing Care Unit which is
to be located in the same building as the existing unit and
to permit more efficient participation than is possible with the pre-
sent method. This Unit has not yet been tried and the value is
tentative.

In order to get an idea of student attitude toward this Unit
first, a small group of senior nurses were questioned as to their
views. Types of nursing questions received were:
1. The conference about problems of a specific patient.
2. When one looks up something about an unusual condition
which is pointed out in the ward case, the condition is remembered be-
cause associated with a particular patient.

3. Some favored the Patient Care Method of assignment and others favored the Functional. Objection to the Patient Care Method was that they missed out on interesting treatments and medications. They approved of the Patient Care Method if treatments and medications were assigned as rotating duties.

Part I of the Guide to the Care of the Cardiac Patient was described to the group and comments requested. The following were among those made:

"It would involve too much work."

"You would have to look things up in books."

"It would involve as much reading as for a Case Study."

"You would probably use books more than for the usual assignment."

These few comments seem to indicate that the use of the Guide might:

1. Stimulate student reading on conditions met in their patients.

2. Aid students in retaining knowledge by associating it with specific individuals.

It is also thought that the use of this Unit will:

1. Furnish students with a sound basis for further growth and development.

2. Give early orientation to the modern concepts of Professional Nursing Care.

2. Some favored the Patient Care Method of management and others favored the Functional. Opposition to the Patient Care Method was that they missed out on interesting treatments and sessions. They approved of the Patient Care Method if treatments and medications were assigned as routine at times.

Part I of the Guide to the Care of the Geriatric Patient was assigned to the group and comments requested. The following were among those made:

"It would involve too much work."

"You would have to look things up in books."

"It would involve too much reading as for a Case Study."

"You would probably use books more than for the usual assignment."

Some:

These few comments seem to indicate that the use of the Guide

aligns:

1. Geriatric student reading on conditions met in their

class:

2. Aid student's in retaining knowledge by associating it with

specific individuals.

It is also thought that the use of this Unit will:

1. Enable students with a sound basis for further growth and

development.

2. Give early orientation to the modern concepts of illness-

at the Geriatric Care.

Recommendations

This paper has been concerned with a very limited area. The following are suggestions for further investigation:

1. A further analysis of the facilities of the Ward to determine what other Nursing Care Units might be developed which would correlate with other units of the Medical and Surgical Nursing course.
2. An analysis of the care of adults by age groups (as Care of Adolescents, Care of the Middle Aged and Care of the Aged) to determine whether or not this would be more satisfactory than Nursing Care by systems.
3. An investigation of the desirability of a Unit on the Nursing Care of the Older Person as an Orientation Unit in Medical Nursing.
4. An investigation of means of providing Ward Teaching class rooms on the Wards which would stimulate interest and study.

Research Objectives

This paper has been concerned with a very limited study. The

following are suggested for further investigation:

1. A further analysis of the facilities of the home to deal with what might be called "late" or "early" cases which would correlate with other units of the Medical and Surgical Departments.
2. An analysis of the care of patients by age group (as Care of Adolescence, Care of the Middle Age and Care of the Aged) to determine whether or not this would be more satisfactory than Nursing Care of Systems.
3. An investigation of the desirability of a shift on the Nursing Care of the Elderly person as an Orientation Unit in Medical Nursing.
4. An investigation of means of providing more Nursing care to the wards which would stimulate interest and activity.

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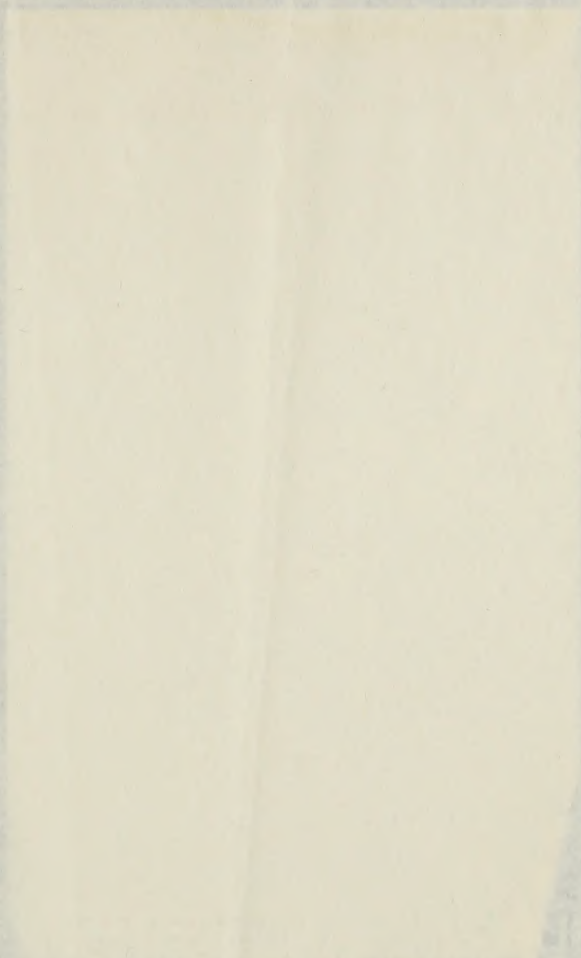
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